

Chandler Creek Elementary

301 Chandler Road
Greer, South Carolina 29651

Grades	K-5 Elementary School	
Enrollment	795 Students	
Principal	Katherine Bayne	864-355-2400
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	35	44	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

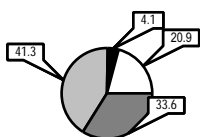
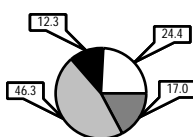
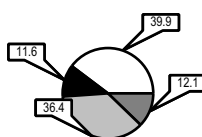
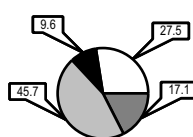
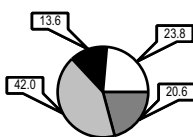
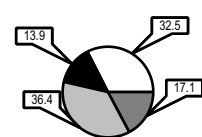
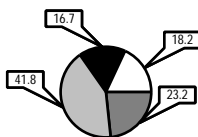
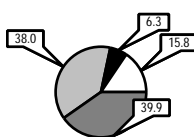
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	392	94.9	19.4	41.3	35.0	4.3	49.7	Yes	Yes
Gender									
Male	196	93.4	27.5	42.5	26.9	3.0	38.3	N/A	N/A
Female	196	96.4	11.7	40.2	42.5	5.6	60.3	N/A	N/A
Racial/Ethnic Group									
White	258	97.3	13.7	41.1	39.0	6.2	57.7	Yes	Yes
African American	87	93.1	38.6	38.6	22.9	0.0	25.7	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	41	82.9	23.3	50.0	26.7	0.0	40.0	I/S	No
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	310	98.4	11.8	42.5	40.4	5.4	55.7	N/A	N/A
Disabled	82	81.7	51.5	36.4	12.1	0.0	24.2	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	392	94.9	19.4	41.3	35.0	4.3	49.7	N/A	N/A
English Proficiency									
Limited English Proficient	37	89.2	23.3	53.3	23.3	0.0	36.7	I/S	I/S
Non-Limited English Proficient	355	95.5	19.0	40.2	36.1	4.7	50.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	196	92.9	25.2	47.2	25.8	1.9	36.5	Yes	Yes
Full-pay meals	196	96.9	14.4	36.4	42.8	6.4	61.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	392	96.7	22.4	47.2	17.6	12.8	44.6	Yes	Yes
Gender									
Male	196	96.9	24.3	43.9	20.2	11.6	47.4	N/A	N/A
Female	196	96.4	20.7	50.3	15.1	14.0	41.9	N/A	N/A
Racial/Ethnic Group									
White	258	99.2	15.9	45.5	22.0	16.7	52.4	Yes	Yes
African American	87	93.1	45.7	47.1	5.7	1.4	18.6	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	41	87.8	22.6	61.3	9.7	6.5	35.5	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	310	99.7	16.6	47.3	20.1	15.9	52.3	N/A	N/A
Disabled	82	85.4	46.4	46.4	7.2	0.0	13.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	392	96.7	22.4	47.2	17.6	12.8	44.6	N/A	N/A
English Proficiency									
Limited English Proficient	37	89.2	20.0	66.7	10.0	3.3	36.7	I/S	I/S
Non-Limited English Proficient	355	97.5	22.7	45.3	18.3	13.7	45.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	196	95.4	31.3	48.5	14.1	6.1	33.7	Yes	Yes
Full-pay meals	196	98.0	14.8	46.0	20.6	18.5	54.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	392	99.2	39.6	36.6	12.2	11.6	23.8
Gender							
Male	196	99.0	44.4	31.5	11.8	12.4	24.2
Female	196	99.5	35.0	41.5	12.6	10.9	23.5
Racial/Ethnic Group							
White	258	99.6	27.9	41.3	15.4	15.4	30.8
African American	87	100.0	72.4	22.4	3.9	1.3	5.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	41	95.1	54.5	36.4	3.0	6.1	9.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	310	99.0	29.1	40.8	15.2	14.9	30.1
Disabled	82	100.0	77.2	21.5	1.3	0.0	1.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	392	99.2	39.6	36.6	12.2	11.6	23.8
English Proficiency							
Limited English Proficient	37	100.0	53.1	40.6	3.1	3.1	6.3
Non-Limited English Proficient	355	99.2	38.3	36.2	13.1	12.5	25.5
Socio-Economic Status							
Subsidized meals	196	99.0	50.9	36.1	7.7	5.3	13.0
Full-pay meals	196	99.5	29.7	37.0	16.1	17.2	33.3

Social Studies							
All Students	392	99.2	27.1	46.0	17.2	9.7	26.9
Gender							
Male	196	99.0	32.6	41.6	16.9	9.0	25.8
Female	196	99.5	21.9	50.3	17.5	10.4	27.9
Racial/Ethnic Group							
White	258	99.6	20.6	46.2	21.5	11.7	33.2
African American	87	100.0	48.7	42.1	7.9	1.3	9.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	41	95.1	27.3	54.5	6.1	12.1	18.2
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	310	99.0	18.4	48.6	20.9	12.1	33.0
Disabled	82	100.0	58.2	36.7	3.8	1.3	5.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	392	99.2	27.1	46.0	17.2	9.7	26.9
English Proficiency							
Limited English Proficient	37	100.0	25.0	56.3	9.4	9.4	18.8
Non-Limited English Proficient	355	99.2	27.4	45.0	17.9	9.7	27.7
Socio-Economic Status							
Subsidized meals	196	99.0	38.5	46.2	11.2	4.1	15.4
Full-pay meals	196	99.5	17.2	45.8	22.4	14.6	37.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	124	99.2	12.6	34.2	48.6	4.5	53.2
	4	139	98.6	21.1	40.7	31.7	6.5	38.2
	5	120	100.0	29.1	48.2	20.0	2.7	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	134	91.0	14.8	35.7	41.7	7.8	49.6
	4	123	97.6	17.4	47.7	33.9	0.9	34.9
	5	135	96.3	25.4	41.0	29.5	4.1	33.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	124	99.2	9.0	60.4	26.1	4.5	30.6
	4	139	99.3	19.4	46.8	20.2	13.7	33.9
	5	120	100.0	30.0	50.0	11.8	8.2	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	134	92.5	21.6	49.1	16.4	12.9	29.3
	4	123	99.2	25.2	48.6	19.8	6.3	26.1
	5	135	98.5	20.8	44.0	16.8	18.4	35.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	124	99.2	29.7	49.5	18.9	1.8	20.7
	4	139	100.0	34.4	40.8	12.8	12.0	24.8
	5	120	99.2	41.3	38.5	11.0	9.2	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	134	98.5	47.2	34.1	12.2	6.5	18.7
	4	123	99.2	39.6	34.2	14.4	11.7	26.1
	5	135	100.0	32.3	40.9	10.2	16.5	26.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	124	98.4	11.8	55.5	21.8	10.9	32.7
	4	139	97.8	16.3	49.6	22.8	11.4	34.1
	5	120	99.2	25.7	41.3	18.3	14.7	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	134	98.5	23.6	50.4	18.7	7.3	26.0
	4	123	99.2	32.4	47.7	17.1	2.7	19.8
	5	135	100.0	26.0	40.2	15.7	18.1	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 795)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.0%	Up from 3.6%	2.8%	2.8%
Attendance rate	96.4%	No change	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	Up from 1.6%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Up from 1.0%	0.1%	0.0%
Eligible for gifted and talented	12.1%	Down from 17.5%	14.1%	10.4%
On academic plans	32.2%	N/AV	28.6%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	12.7%	Up from 12.5%	7.5%	7.5%
Older than usual for grade	0.6%	Down from 0.8%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	48.1%	Up from 39.2%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.5%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	2.9%	Up from 2.6%	0.0%	0.0%
Teachers returning from previous year	81.1%	Down from 82.3%	88.3%	87.3%
Teacher attendance rate	95.0%	Up from 93.2%	95.0%	94.9%
Average teacher salary	\$37,461	Down 1.2%	\$42,756	\$42,485
Prof. development days/teacher	22.2 days	Up from 20.2 days	14.0 days	13.3 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.7 to 1	19.1 to 1	18.6 to 1
Prime instructional time	89.1%	Up from 88.4%	90.1%	89.7%
Dollars spent per pupil*	\$5,479	Up 12.4%	\$6,333	\$6,557
Percent of expenditures for teacher salaries*	61.9%	Down from 65.6%	65.3%	64.0%
Percent of expenditures for instruction*	66.6%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Down from 98.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chandler Creek Elementary celebrates our accomplishments with genuine pride! Our students, teachers and staff members are extremely diligent in their determination to make our mission statement a living document. The mission of Chandler Creek is to develop enthusiasm for lifelong learning through inquiry in a global, caring environment developing responsible citizens who exhibit core values.

First and foremost, Chandler Creek enjoys the status of being an International Baccalaureate Primary Years Programme authorized world school. The Primary Years Programme is a transdisciplinary programme of international education designed to foster the development of the whole child. The Primary Years Programme draws on research and best practice from a range of national systems with a wealth of knowledge from international schools to create a relevant, engaging, challenging and significant educational framework for all children. A focus on student-led structured inquiry changes the way teachers teach and students learn.

Chandler Creek Elementary School possesses a significant number of strengths and accomplishments that characterize the quality of the school and its capacity to support student learning. During our Southern Association of Colleges and Schools visit, the Quality Assurance Team offers the following commendations that reflect the strengths and accomplishments of the school: Chandler Creek builds an understanding and commitment of stakeholders to the school's mission and beliefs. Chandler Creek accesses and uses research-based data to improve student learning. We are in continuous pursuit of excellence. We establish a customer service focus towards all stakeholders through professional development and support personnel. The use of technologies that facilitate communication and access to information for all stakeholders is prevalent. The administration allocates resources that support the teaching and learning process and that target the identified needs for student success. Internal and external systems support the school's vision for excellence as they are committed to helping all students. The Quality Assurance Team rates the overall level of effectiveness for Chandler Creek Elementary as exemplary. We are proud of this rating for our school and will continue to look for ways to maintain this positive momentum.

Chandler Creek has many opportunities for students to be involved in clubs that generate successes and thrills of satisfaction and assist in building strong positive relationships with adults. Spanish Club, Chorus, Step Team, Book Club, Patrols and Art Club assist in the development of communication and expression skills. A Yearly Talent Show enables students to showcase talents and build self-esteem and motivation for success in the classroom. Our after-school program provides daily academic assistance for students and provides parental workshops.

Indeed, learning is a lifelong process. In this fast-changing world, there are always new skills to be acquired, new subjects to be mastered, and new insights to be gained. That is why we will continue to make decision in the best interest of all children at Chandler Creek Elementary.

Amy Clifton SIC Chair
Katherine Bayne, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	127	103
Percent satisfied with learning environment	92.3%	88.7%	85.4%
Percent satisfied with social and physical environment	97.5%	87.8%	86.1%
Percent satisfied with school-home relations	95.0%	91.9%	84.2%

*Only students at the highest elementary school grade level at this school and their parents were included.